



WILDLAND FIRE SAFETY REFRESHER INSTRUCTOR GUIDE

Mission Statement:

The intent of annual fireline safety refresher training is to focus line-going personnel on operations and decision-making issues related to fireline and all-hazard incident safety. Refresher training will ensure firefighters have information regarding current initiatives and the upcoming fire season. Refresher training is provided in order to recognize and mitigate risk, maintain safe practices, and reduce accidents and near misses.

The 2014 Fire Refresher was built for firefighters, by firefighters.

<http://www.nifc.gov/wfstar/>



INSTRUCTOR GUIDE



Notes to Instructor

Introduction

Annual Fireline Safety Refresher Training is required for all personnel participating in wildland fire who may be subject to assignments on the fireline. Check specific agency policy at the WFSTAR website to determine if this training package meets refresher training requirements of all the attendees.

Expectations

*****THIS IS NOT A PLUG AND PLAY PRODUCT. INSTRUCTOR PREPARATION AND STUDENT INTERACTION IS REQUIRED*****

Instructors should facilitate a quality refresher that engages all students no matter their ICS qualification or firefighting experience. The success of this program is dependent on your ability to stimulate meaningful discussion during group exercises. Classes with a wide array of experiences and qualifications can provide an excellent opportunity for the less experienced to be mentored and for the more experienced to rethink old habits.

Instructor Prerequisites

Lead instructors must be at least Single Resource Boss (SRB) qualified, and unit instructors must be at least Firefighter Type 1 (FFT1) qualified.

Adjunct instructors may be utilized to provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient and knowledgeable of current issues in their field of expertise.

All instructors will need the knowledge and skills to utilize current educational technology, as it relates to the WFSTAR website. Examples would be streaming and downloading interactive videos as well as the use of apps and mobile devices.



INSTRUCTOR GUIDE



Equipment and Materials

A list of equipment and other material required for course presentation includes:

- Media player
- Instructor Guide, Student Workbooks from WFSTAR [website](#)
- *Incident Response Pocket Guide* one for each student
- Sign-in sheet/training documentation form
- Flip chart(s) with paper and marking pens
- Download modules from WFSTAR website
- Optional: *New Generation Fire Shelter* video, NFES #2711
- Optional: *The New Generation Fire Shelter* booklet, NFES #2710

Administration

The instructor is responsible for identifying necessary equipment, materials, and supplies. The instructor is also responsible for recording attendance and assuring that evaluations are completed and returned:

ON THE WEB: http://www.nifc.gov/wfstar/contact_comments.html

BY MAIL: NWCG Training Development
Attn. Scott Anderson
3833 S. Development Avenue
Boise, ID 83705

BY FAX: (208) 387-5378

BY E-MAIL: s80ander@blm.gov

If all modules are utilized, the length of this program is approximately four hours, depending on time allowed for exercises. Additional time will be needed for the fire shelter deployment practice.

Encourage the students to explore the new [Tech Tools](#) web page on the WFSTAR website. Tech tools purpose is to provide a place for firefighters to get technology that helps them do their job safer and more efficiently.



INSTRUCTOR GUIDE



Module – Fireline Leadership

Overview

The intent of this module is to reflect upon leadership and leadership development efforts within the wildland fire service and to promote dialogue around resiliency, innovation and leading effectively across generational boundaries.

Target Audience: Wildland Firefighters

Time: 1 hour (video, approximately 25 minutes; discussion, 30 minutes)

Exercise: The exercise will be discussion-based and cover resiliency, innovation, and leading effectively across generational boundaries.



Instructor Notes



- Download a copy of *Leading in the Wildland Fire Service* via the Wildland Fire Leadership Development website at <http://1.usa.gov/1eoKg3r> or order through the Publication Management System (PMS 494-2) at <http://www.nwcg.gov/pms/pubs/catalog.htm>. Facilitators are highly encouraged to provide a copy of the publication to every student—hardcopy or electronically. The use of mobile devices is highly recommended as a means to reach across generations.
- Introduce the intent statement listed above.
- Play the video.
- Facilitate a discussion-based exercise. Allow students of fire to innovate by adding topic-relevant questions of their own.
- Have the students use the QR code to evaluate the module and to refer to *Leading in the Wildland Fire Service* and the 2014 Wildland Fire Leadership Campaign – The Resilient Team.



INSTRUCTOR GUIDE



Exercise

Using the questions below or those brought forth in small groups, students will reflect upon leadership and leadership development efforts within the wildland fire service and discuss resiliency, innovation and leading effectively across generational boundaries.

The ultimate team result is resilience: teams that can bounce back when problems or errors threaten cohesion and synergy. Resilient teams practice behaviors that reinforce situation awareness, communication, and learning. (Leading in the Wildland Fire Service, p. 55)



*Leading in
the Wildland
Fire Service*

1. What kind of atmosphere do resilient teams foster?

Refer to *Leading in the Wildland Fire Service*, p. 55.

2. Good leadership requires that students of fire and leadership innovate? What does the term “innovation” mean and what innovations should the wildland fire service pursue? (Feel free to submit suggestions to [BLM FA Leadership Feedback@blm.gov](mailto:BLM_FA_Leadership_Feedback@blm.gov).)

Merriam-Webster defines “innovation” as “a new idea, device, or method” or “the act or process of introducing new ideas, devices, or methods.

Promote discussions that go beyond technological innovation.

3. Effective leaders know how to lead across generational boundaries. What examples were provided in the video that related to generational boundaries? Discuss how members of all generations can help bridge the gaps.

GOING BEYOND THE MODULE

Students of leadership are continual learners, build resilient teams, and look beyond self. Take the 2014 Wildland Fire Leadership Challenge – The Resilient Team and connect with the greater good. See the Wildland Fire Leadership Development Program (WFLDP) website for complete information at <http://1.usa.gov/1j7ncaC>



**2014 Wildland Fire
Leadership
Campaign: The
Resilient Team**

Resources:

Leading in the Wildland Fire Service – <http://1.usa.gov/1eoKg3r>
WFLDP website – <http://www.fireleadership.gov>
WFLDP blog – <http://wildlandfireleadership.blogspot.com/>
WFLDP Facebook – <https://www.facebook.com/WFLDP>



INSTRUCTOR GUIDE



Instructor Notes



[Module Evaluation QR code](#)



[Tech Tools](#)

